DOCUMENT RESUME

ED 295 260 CS 506 205

AUTHOR Watson, Arden K.
TITLE Helping Communication Apprehensive Students as Part of the Developmental Speech Course.
PUB DATE Nov 87
NOTE 25p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
PUB TYPE Speeches/Conference Papers (150) -- Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS College Preparation; *Communication Apprehension; Communication Problems; Communication Skills; Compensatory Education; *Developmental Studies Programs; Higher Education; Individual Development; Remedial Programs; Skill Development
IDENTIFIERS Communication Behavior; *Communication Strategies; Shyness

ABSTRACT

The developmental college student, distinguished by lower than average academic scores, may also experience the inhibiting fear of communication, speech anxiety. Students who are both developmental and communication apprehensive lack confidence in their personal academic abilities, and thus develop poor attitudes toward learning and low academic motivation. In addition, these students are hesitant and fearful to ask instructors for help. Such characteristics indicate the need for a program for assessment for each developmental student and a structured alleviation. Scores on self-report scales of communication apprehension scales and interviews determine which students need to enter an alleviation program. Alleviation of speech anxiety, whether related to conditioned anxiety, negative cognitive appraisal, or skills deficit, may be approached through one or a combination of the following approaches: (1) systematic desensitization--a six-step procedure, including relaxation techniques, development of hierarchies, combining relaxation and imagery, and a written assignment; (2) cognitive modification--a seven-step procedure in which students learn to understand unreasonable beliefs about communication and how to change those beliefs; and (3) goal setting--a five step procedure in which students turn abstract goals into specific plans for behavior. (Thirty references, along with assessment inventories for types of communication concerns, directions for alleviation techniques, and a list of materials are attached.) (ARH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Arden Watson
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED295260

Helping Communication Apprehensive Students As Part of the Developmental Speech Course

Arden K. Watson
The Pennsylvania State University
Delaware County Campus

Abstract

The developmental speech student, distinguished by lower than average academic scores, may also experience the inhibiting fear of communicating, speech anxiety. Characteristics of the developmental speech apprehensive student indicate a program for overcoming communication apprehension should include individual assessment for each developmental student and a structured alleviation curriculum. Alleviation of speech anxiety, whether related to conditioned anxiety, negative cognitive appraisal, or skills deficit, may be approached through systematic desensitization, cognitive modification, and goal setting. Assessment inventories for types of communication concerns, directions for alleviation techniques, and a list of materials are included in the paper.

Paper presented to the Community College Interest Group, Annual convention of Speech Communication Association, Boston, 1987.

BEST COPY AVAILABLE

Helping Communication Apprehensive Students as Part of the Developmental Speech Course

Introduction

Changes in student characteristics during the past twenty years have caused academic programs in higher education to be altered from those programs primarily designed for the traditional, high academically achieving student to include programs suitable for a new type of student. These new programs are for the developmental, underprepared, and remedial student. They focus on mathematics, writing, reading, and oral communication skills to prepare this student for traditional courses in these areas. Within the oral communication course an additional problem, communication apprehension, may cause the developmental student to succeed or fail in the academic environment. This paper explores the characteristics of the developmental student who is inhibited by communication apprehension and provides a teaching unit for overcoming the problem.

The Developmental Student

Developmental students may be distinguished more by their low academic test scores than any other single measure, including race, sex, and socioeconomic status. They are defined as students who:

1. have scores in the lowest one third among national samples of high school students taking the traditional academic ability tests.

2. have had consistent difficilty performing traditional academic tasks throughout their academic experience, and

3. do not find present forms of education to be appropriate or adequate (Rouche and Snow, 1977)."

The underprepared are students found to be less autonomus and more dependent upon authority figures for structure and guidance than are traditional student peers. They may tend to have difficulty with viewpoints and individuals that differ from their own perspective. Also, they are markedly less self-confident in their intellectual skills and are more eager for and expectant of assistance with their academic work, yet are more hestitant to seek academic help. Schools such as Sacramento City College and Utah Technical College use self-concept and personality assessment in the total information gathering, but emphasize academic testing and the student's previous educational record as their primary identification method. Cross reported that between 1970-1974, the self-concept objective of developmental education remained a close second to preparing the student for regular college work. (Barna, Haws, Kenfelkamp, 1978).

The underprepared student appears to show less interest in scholarly pursuits and to prefer activities decidedly non-intellectual in nature. They are individuals who have a low tolerance for ambiguity and delayed gratification. Maier and Anderson summed this up by expecting "the 'new' student to prefer those activities that require low levels of cognitive skills that also stress physical-social content as opposed to intellectual-aesthetic interests (Barna, Haws, Kenfelkamp, 1978)."

Mitchell and Piatrowska (1974) found underprepared college students to have deficits in motivation and to be more easily distracted from academic tasks than their more successful peers. To add to the problem, underachieving students tended to have greater difficulty in accurately analyzing their academic performance than did high achievers (DeBoer, 1983). This pattern of low motivation and inaccurate assessments of academic achievement may lead to fewer evidences of proactive approaches to learning problems (Saunders and Dwinell, 1985). Jaschik (1985) reports that of the twenty-six percent of community college students who enroll in remedial classes, about three-fourths of these students successfully complete the course. This would imply that one-fourth of developmental students in remedial classes fail to complete programs and drop out of school.

A major percentage of the 'new students are Caucasians whose fathers work at blue-collar jobs, although a substantial number are from minority groups. The minority are likely to be black and hispanic, described as disadvantaged, unable, and lacking in skills (Plisko and Stern, 1985).

The Communication Apprehensive Student

Communication apprehension (CA), defined as, 'an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons appears to affect fifteen to twenty percent of the college population (McCroskey, 1977). Researchers suggest this malady may be pervasive in personality characteristics, affect demographic data, and to have an impact on student attitude and achievement.

Being conceptualized as an individual trait, CA appears to have a high correlation with general anxiety and moderately high negative correlation with tolerance for ambiguity, self-control, and emotional maturity. Significant but less meaningful correlations were found between CA and dogmatism, external control orientation, dominance, confidence, and (negative) need to achieve (McCroskey, Daly, and Sorensen, 1976).

Demographic studies reveal distinct and meaningful findings describing persons with CA. A study by Richmond and Robertson (1977) suggests that children who are reared in a rural environment are more likely to develop high levels of CA than children reared in a more urban environment. Additionally, a disportionally large percentage of college students identified as experiencing high levels of CA were children from first and second generation ethnic families.

Little, if any, correlation has been found between CA and intelligence (Davis and Scott, 1978). However, McCroskey and Andersen (1976) and Watson (1982) found relationships of CA with lowered scores on the American College Test while Wheeless (1977) found CA to have deleterious effects on achievement in mass lecture sections of a university level communication course. Moreover, CA was found to be negatively related to affective learning or attitudes toward school and cognitive learning or grades (Hurt, Preiss, and Davis (1976) and to result in greater than average college drop-out rate (McCroskey and Payne, 1986).

CA appears to negatively effect the learning style of the CA student in the academic setting. These students talk less in

the small group setting, offer fewer original ideas, use significantly more rhetorical interrogitives. Additionally, they prefer large lecture classes, and are less likely to seek assistance from instructors than do students with lower CA.

The Developmental Communicative Apprehensive Student

In comparison of characteristics of developmental and communication apprehensive students, interesting differences and likenesses appear. Research shows that all developmental students do not experience communication apprehension nor do all communication apprehensive students exhibit the criteria of developmental students (Watson, 1982). The developmental student is definied primarily by low academic scores while amount of fear of oral communication distinguishes the CA student. The developmental student may exhibit lower academic scores but may or may not experience the fear of oral communication, and likewise the CA student may fear oral communication but may or may not have lower than average academic scores. Additional differences suggest CA to be unrelated to intelligence while the developmental student is found to exhibit low levels of cognitive skills.

Although no causal relationship between similar characteristics of the developmental and communicative apprehensive student has been found or is here implied, a comparison of the two student types reveals meaningful similarities. The developmental communication apprehensive student generally has lower than average achievement scores, includes minority populations, and frequently drops out of

school.

Personal characteristics of the student who is both developmental and communication apprehensive suggests specific difficulties in accomplishment in the academic setting. This student tends to lack confidence in his or her self and personal academic ability. As a consequence her or she develops a poor attitude toward learning and this attitude results in low academic motivation. The student has found learning to be difficult and unrewarding and does not look forward to a repetition of failure. Low tolerance for ambiguity, lack of external self-control, dogmatism, and dependency on the authority figure contribute to the student's need for structure. Although the student may be eager for structured learning experiences and assistance of the instructor, the student is hesitant and fearful to ask for this help. In view of these characteristics a program for assisting the developmental student to overcome communication apprehension should include individual communication apprehension assessment for each developmental student and a structured alleviation curriculum.

Communication Apprehension Assessment for the Developmental Student

Since certain research findings (Watson, 1982) preclude the assumption that all developmental students experience CA. students in the developmental program should first be assessed as to amounts of CA. Communication apprehension is most often measured by self-report scales (McCroskey, 1984). The Personal

Report of Communication Apprehension-24 (McCroskey,1982) for example, measures concern about communication in the contexts of conversation, meetings, group discussion, and public speaking. For initial screening of developmental students for amounts of CA, administration of the PRCA-24 will result in a scoring range of 1-124. Those students scoring 86 or above may experience above average CA. To make a decision as to whether or not high-scoring students are candidates for the CA alleviation program, an instructor interview with the student to determine his or her concerns about communication and participating in the alleviation program, and willingness to participate will promote a joint decision between student and instructor.

Alleviation of Types of Communication Apprehension

Alleviation techniques are directed toward the types of speech concern experienced by the subject, whether as a result of conditioned anxiety, negative cognitive appraisal, or skills deficit (Glaser, 1981). According to McCroskey's definition (1977) of CA, the person will use other-than-normal communication patterns or engage in less communication as a result of learned anxiety. Alleviation of conditioned anxiety is approached through systematic desensitization (McCroskey, 1972) and negative cognitive appraisal is remedied through cognitive modification (Watson and Dodd, 1984). Systematic desensitization (SD), a method of behavior therapy, is based on the principle of reciprocal inhibition where fear is reduced by pairing aversive stimuli with relaxation (Wolpe and Lazarus, 1966). Found to be effective in reducing conditioned speech anxiety (McCroskey, 1972), SD is composed of training in deep muscle relaxation,

construction of anxiety hierarchies, and the counterposing of relaxation and anxiety provoking stimuli from the hierarchies. CA students may be guided orally by an instructor or may listen to an audio-tape program to learn these techniques.

To cope with negative cognitive appraisal, cognitive modification, an unbrella term for a number of procedures emphasizing the important effects of thoughts or cognitions on behaviors and feelings, is based on Ellis' initial work on rational emotive therapy (1962). Fremouw and Scott (1979) found cognitive modification to reduce speech anxiety by analyzing and challenging negative thoughts about self, others, and communication and evaluating the impact of these thoughts on feelings and behavior in communication situations.

Phillips and Solokoff's description of reticence advances the notion that anxiety is not the basis of dysfunctional communication and treatment is directed toward the modification of particular target behaviors (1979). Rhetoritherapy, or skills development, includes a description of the student's behavior, how others respond to him or her, and the setting of communication goals, and development of related speech skills training.

After reviewing present methods of treatment research, those to alleviate conditioned anxiety, negative cognitive appraisal, and skills deficit, Glazer (1981) makes the following recommendations: (1) amounts of CA should be carefully measured; (2) multiple assessment is needed; (3) instructors need to provide treatment procedures most effective with particular individuals; (4) follow-up assessment is necessary. Effective

methods for overcoming these definitions of speech concern have been developed for individuals (Watson, 1986) and semester courses (Kelly and Watson, 1986; Phillips, 1977).

To determine individual types of concern about communication students may experience, certain pencil and paper inventories are administered. The PRCA-24 score may be used for information about the amount of general anxiety toward communiction as well as the particular context of the anxiety. For amounts of negative cognitive appraisal, The Expressed Acceptance of Self Scale (Robinson and Shaver, 1973) measures amounts of reasonable and unreasonable concerns about self-evaluation and evaluation by others. The need for development of specific communication skills may be measured by a comprehensive skills check list such as offered by Kelly and Watson, (1984). To measure changes in concern about communication after use of alleviation techniques, all inventories may again be administered and pre and posttest scores compared. For a chart of types of apprehension, assessment inventories, and indicated alleviation methods, see Table 1.

Once the student in need of the CA alleviation program is determined, and types of concern for communication are designated, a Personal Communicator Profile can be developed (Table 2). The profile will contain scores from the three inventories, the range (high or low) from each inventory, and areas in need of improvement. From the designated areas of improvement, an individual CA alleviation plan is designed. The instructor may want to keep an Individual Assignment Sheet upon which to write student names and notations of assignments in systematic desensitization, cognitive modification, or goal

setting. Background and instructional materials are listed in Table 3.

Any one or a combination of alleviation techniques may be needed and can be accomplished. For example, if a student needs improvement in negative cognitive appraisal and also systematic desensitization, reading, thinking, and pencil activities can be assigned for outside of class learning of reasonable thinking and systematic desensitization can be accomplished by listening to tapes in the library and individual practice. After learning to write behavioral goals to facilitate skills accomplishment, students can use goals to learn needed communication skills in and outside of class.

Directions for Alleviation Techniques

In a beginning session with developmental communication apprehensive students, the instructor explains the meaning of communication apprehension and how it can result from conditioned anxiety, negative cognitive appraisal, and/or skills deficit and how systematic desensitization, cognitive modification, and goal setting can help overcome concerns about communication. Then the instructor gives an overview of how the alleviation techniques will be accomplished, whether individually or in groups. For individuals, the instructor can work with students periodically in thirty-minute conferences. In groups, students can discuss similar activities, then submit assignments individually. The group sessions will afford a rich opportunity for expression and interaction.

SYSTEMATIC DESENSITIZATION

1. Instructor Preparation: The instructor may plan to guide the student(s) through the technique during each of six sessions, or may choose to use audio-tapes.

2. Systematic Desensitization: For control of conditioned speech anxiety, the instructor explains conditioning, counterconditioning and the relaxation technique, development of the hierarchy, and combining the two.

3. Relaxation Technique: The instructor directs the relaxation techniques or plays the first audio-tape. Students are given a printed sequence of the relaxation steps and assigned to practice the procedure twice daily. Directions for use of the succeeding tapes are given or the instructor procedes to the next stage.

4. Development of hierarchies: The instructor helps students develop hierarchies, the steps that lead to a feared communication situation. The situation may be determined from high scoring areas on the PRCA-24 (group discussion, meeting, conversation, public speaking).

5. Combining Relaxation and Imagery: After learning the relaxation technique, students begin to imagine hierarchy scenes, one at a time while being relaxed.

6. Written Assignment: The instructor has prepared a booklet which contains a printed sequence of the relaxation techniques, a chart for recording times the relaxation was practiced, and a reaction sheet for each session or week of the program.

COGNITIVE MODIFICATION

1. Explanation of Theory: For the control of negative cognitive appraisal, cognitive modification helps understand unreasonable beliefs about communication and how to change those beliefs.

2. Brown Bag: In an opening activity students are asked to think of one thought or belief about themselves, others, and a communication event. They write the statement and place it in the brown bag. The instructor has placed additional statements in the bag.

3. Reasonable and Unreasonable Beliefs: Thoughts are tested by asking (1) Is it true? (2) Does it represent a desire rather than a demand? (3) Does it result in moderate emotion? (4) Does it help attain goals? If all answers are 'yes,' the thought or belief is reasonable. If a majority of the answers are 'no,' the thought or belief is unreasonable. The person who has the belief determines whether or not the belief is reasonable. Outside forces do not cause beliefs to be reasonable or unreasonable. The instructor then draws a statement from the brown bag and tests it with the four questions. Unreasonable: I must give my speech perfectly and everyone must like it. Reasonable: It would be nice to give my speech without mistakes and to have everyone like it.

3. Students practice testing statements from the brown bag. Lists of reasonable and unreasonable beliefs are written on the board. During this activity, students are encouraged to understand how they choose beliefs about self, others, and communication as a result of the way they perceive the communication event.

4. Categories of Unreasonable Beliefs: (1) Statements of evaluation of human worth, either of oneself or of others. Unreasonable: Because I feel anxious, I am an inadequate person.

Reasonable: My apprehension does not mean that I am an inadequate person. (2) Need statements-arbitrary requirements for happiness or survival. Unreasonable: If I don't do well when I lead my group discussion, I'll be miserable. Reasonable: Doing a good job at leading the group discussion is not necessary for me to be happy. (3) 'Awfulizing' statements-exaggerating the negative consequences of a situation. Unreasonable: It is terrible to feel so apprehensive about a job interview. Reasonable: It is inhibiting to feel so apprehensive about a job interview. (4) Words that reflect unrealistic demands on events and individuals. Unreasonable: I must be able to talk easily with members of the opposite sex. Reasonable: I would enjoy talking more easily with members of the opposite sex.

After the instructor explains the categories, students draw statements from the brown bag, determine whether or not the statement is unreasonable and if so, into which category it fits.

4. Change Unreasonable Beliefs: The A-B-C model of reasonable thinking includes: A, the Activating event, 'I gave a speech and forgot part of it,'; B, Belief, 'What a dummy I am,'; C, Consequences, embarrassment, self-doubt; D, Disputing, use the four tests of unresonable thinking; E, Effect, new philosophy, thoughts, attitude.

Example of the A-B-C Model

A. Activating Event	something happens (public speech)
B. Belief system	attitude or belief (I must do well)
C. Consequences	reaction as a result of belief (anxiety or fear)
D. Disputation	question or challenge (is B true?, etc.)
E. Effect	reasonable thoughts (Nothing says I MUST do well.)

A	B
Activating Event	Unreasonable Beliefs
I was reading an article to my health class, when I lost my place and had to start over.	It was awful to forget. I'll always forget. I can't stand the embarrassment.
	Reasonable Beliefs
	It was unfortunate that I forgot wnere I was. I wish I had remembered where I was. I didn't like forgetting.
C	D
Irrational Consequences	Disputing Unreasonable Beliefs
Absolute command, worthlessness	Nothing makes it awful to forget where I was, but it was inconvenient. I won't always forget where I am when I am reading. I will be able to stand the embarrassment.
Rational Consequences	
Regret, frustration	

Effect of Reasonable Thinking

I feel regret, but I know I'm not perfect. I was frustrated, but I didn't feel worthless. I will read an article aloud again. I will practice my skills more.

5. Practice Changing Unreasonable Beliefs: Students use the model to examine statements drawn from the brown bag.

6. Log of Unreasonable Beliefs: For one day students record unreasonable beliefs about self, others, and communication.

7. Written Assignment: Students are assigned to complete a certain number of A-B-C models to analyze beliefs. They are encouraged to analyze their beliefs about personal and class communication encounters.

GOAL SETTING

1. Examining the technique: To overcome skills deficit, goal setting is a procedure to help manage behavior and learn communication skills. Steps in goal setting consist of: (1)

defining goal areas, (2) formulating specific goal statements in behavioral terms, (3) writing criteria for success, (4) listing steps for prepration and implementation, and (5) planning for contingencies.

2. Abstract and Specific Goal Setting: The instructor explains an abstract and specific goal setting plan:

Abstract Goal Setting Plan	Specific Goal Setting Plan
Step 1. Define goal areas: Be a better speaker.	Step 1. Define goal areas: Be a better speaker.
Step 2. Formulate specific goal statements: Learn to be a better conversationalist.	Step 2. Formulate specific goal statements: Learn to start, continue, and end a converstation.
Step 3. Write criteria for success: I want the listener to like me.	Step 3. Write criteria: I will introduce myself and say three things to a girl.
Step 4. List steps in preparation and implementation: The next time I have a chance I will talk with an attractive person.	Step 4. List steps: Monday, Sept. 25, in English class, I will talk to that blonde. I will go to class early. To start, I will say a friendly 'hello' and ask how the person like the class. To end, I'll say,'Nice

	to meet you. If we have any class problems, let's get together."
Step 5. Plan for contingencies: I'll think of some ideas.	Step 5. Plan for contingencies: If the person is not there on Monday, I'll start the conversation on Wednesday. If I don't get an answer, I will talk with someone else.

3. Abstract and Specific Terms: Using a list of communication goals, students are asked to decide which goal is abstract or specific, to underline specific terms, and to rewrite abstract goals with behavioral terms. Examples: Abstract: Be able to talk with enthusiasm. Specific: While talking, I will use gestures, smile, and speak with an animated voice. Abstract: Be a good speaker. Specific: I will speak extemporaneously from an outlined speech that is supported with factual evidence.

4. Goal Setting Plan: Using the five steps described in No. 1, students develop a plan for performing a communication goal.

5. Written Assignment: Students are assigned a number of goals to complete according to high scores on the context areas of the PRCA-24 and need that was shown on the communication skills check-list.

Students complete the goal setting plan, have it approved by the instructor, complete the behavioral goal, and write a goal

setting report. The report should include these steps: (1) goal area, (2) specific goal statements performed, (3) criteria for success met, (4) description of procedure performed, (5) results of performing the goal.

Conclusion

The developmental speech student, distinguished by lower than average academic scores, may also experience the inhibiting fear of communicating, speech anxiety. Characteristics of the developmental speech apprehensive student indicate a program for overcoming communication apprehension should include individual assessment for each developmental student and a structured alleviation curriculum. Alleviation of speech anxiety, whether related to conditioned anxiety, negative cognitive appraisal, or skills deficit, may be approached through systematic desensitization, cognitive modification, and goal setting.

References

Barna, A., Haws, J.R., & Kenfelkamp. (1978). New students: Challenge to student affairs. New Directions for Student Services, 4, 89-99.

Davis, G. P., & Scott, M. D. (1978). Communication apprehension, intelligence, and achievement among secondary school students. In B. D. Rubin (Ed.), Communication Yearbook 2 (pp. 457-472). New Brunswick, N. J.: Transaction Books.

Deboer, G. E. (1983). The importance of freshman students' perceptions of the factors responsible for first-term academic performance. Journal of College Student Personnel, 24, 344-349.

Ellis, A. (1962). Reason and emotion in psychotherapy. New York: Lyle Stuart.

Fremouw, W. F., & Scott, M. D. (1979). Cognitive restructuring: An alternative method for the treatment of communication apprehension. Communication Education, 28, 129-133.

Glaser, S. R. (1981). Oral communiction apprehension and avoidance: The current status of treatment research. Communication Education, 30, 321-341.

Hurt, H. T., Preiss, R., & Davis, B. (1976). The effects of communication apprehension of middle-school children on sociometric choice, effective, and cognitive learning. Paper presented to the International Communication Association Convention, Portland, OR.

Jaschik, S. (1985, December). State leaders grapple with 'tension' between college access and quality. Chronicle of Higher Education, 9-10.

Kelly, L. & Watson, A. K. (1986). Speaking with confidence and skill. New York: Harper & Row.

McCroskey, J. C. Deep muscle relaxation. Speech Communication Association, 5105-E Backlick Rd., Annandale, VA 22003.

McCroskey, J. C. (1972). The implementation of a large-scale program of systematic desensitization for communication apprehension. Speech Teacher, 21, 255-264.

McCroskey, J. C. (1977). Oral communication apprehension: A summary of recent theory and research. Human Communication Research, 4, 78-93.

McCroskey, J. C. (1982). Oral communication apprehension: A reconceptualization. In Michael Burgoon (Ed.), Communication Yearbook 6 (pp. 136-170). Beverly Hills, CA: Sage.

McCroskey, J. C. (1984). Self-report measurement. In J. A. Daly & J. C. McCroskey (eds.), Avoiding Communication (pp. 81-94). Beverly Hills, CA: Sage.

McCroskey, J. C., & Andersen, J. F. (1976). The relationship between communication apprehension and academic achievement among college students. Human Communication Research, 3, 73-81.

McCroskey, J. C., & Payne, S. K. (1986). The impact of communication apprehension on student retention and success: A preliminary report. Journal of American College Administrators, 65-69.

McCroskey, J. C., Daly, J. A., & Sorensen, G. (1976). Personality correlates of communication apprehension. Human Communication Research, 2, 376-380.

Mitchell, K. R., & Piatowska, O. E. (1974). Effects of group treatment for college underachievers and bright failing underachievers. Journal of Counseling Psychology, 21, 495-501.

Phillipa, G. M. (1977). Rhetoritherapy versus the medical model: Dealing with reticence. Communication Education, 26, 34-43.

Phillips, G. M., & Solokoff, K. A. (1979). An end to anxiety: Treating speech problems with rhetoritherapy. Journal of Communication Disorders, 12, 385-397.

Plisko, V. W., & Stern, J. D. (Eds.). (1985). The condition of education. A statistical report. Washington, D.C.: National Center for Education Statistics.

Richmond, V. P., & Robertson, D. (1977). Communication apprehension as a function of being raised in an urban or rural environment. Unpublished monograph. West Virginia Northern Community College.

Robinson, J. R., & Shaver, P. R. (1973). Measures of social psychological attitudes. Ann Arbor, MI: Survey Research Center Institute for Social Research, University of Michigan.

Roueche, J. E., & Snow, J. J. (1977). Overcoming learning problems. San Francisco: Josey-Bass, Inc.

Saunders, S. A., & Dwinell, P. (1985). Monitoring academic performance: Promoting success among underprepared students. Journal of College Student Personnel, 26, 359-360.

Scott, M. D., & Wheeless, L. R. (1977). The relationship of three types of communication apprehension to classroom achievement. Southern Speech Communication Journal, 42, 246-255.

Watson, A. K. (1982). An exploratory study of relationships of chracteristics and test scores among communication apprehensive and underprepared students. Paper presented to the Eastern Communication Association, Hartford.

Watson, A. K. (1986). Alleviation of communication apprehension: An individualized approach. Texas Speech Communication Journal, 11, 3-16.

Watson, A. K., & Dodd, C. H. (1984). Alleviating communication apprehension through rational emotive therapy: A comparative evaluation. Communiction Education, 33, 257-266.

Wolpe, J., and Lazarus, A. (1966). Behavior therapy techniques. New York: Pergamon Press.

Table 1

Assessment Inventories

Communication Concern	Assessment Inventory	Alleviation Indicated
conditioned anxiety	PRCA-24 (McCroskey, 1982)	systematic desensitization
negtive cognitive apparisal	Expressed Acceptance of Self Scale (Robinson and Shaver, 1973)	cognitive modification
skills deficit	communication skills check-list (Kelly and Watson, 1986)	goal setting

Table 2

Personal Communicator Profile

Assessment	Score	Level (high or low)*	Alleviation Indicated
PRCA-24	-----	-----	----------
Expressed Acceptance of Self Scale	-----	-----	----------
Skills Check-list	-----	-----	----------

(*The higher the score on the PRCA-24, the more speech anxiety indicated. The lower the score on the Expressed Acceptance of Self Scale, the more unreasonable thoughts about self, others. and communication indicated.)

Table 3

Materials

Systematic Desensitization:

Audio-tapes: James C. McCroskey, Deep Muscle Relaxation. Annandale, VA: Speech Communication Association

James W. Lohr, Building Speech Confidence. Skokie, IL: National Textbook Co, 1976.

Books: Lynne Kelly and Arden K. Watson, Speaking With Confidence and Skill, New York: Harper & Row.

Cognitive Modification:

Books: Albert Ellis and Robert A. Harper, A New Guide To Rational Living. North Hollywood, CA: Wilshire Book Co., 1975.

Susan R. Walen, Raymond Digiuseppe, and Richard L. Wessler, A Pratitioner's Guide to Rational Emotive Therapy. New York: Oxford University Press.

Goal Setting:

Robert Mager, Goal Analysis. Belmont, CA: Fearson Pitman Pub., Inc., 1972.

Gerald M. Phillips and Nancy Metzger, The Reticent Syndrome: Some Theoretical Considerations about Etiology and Treatment," Speech Monographs, 40, 220-230.